

Bowie State University
School of Arts and Sciences
Department of History & Government

Course Syllabus and Schedule of Learning Activities
GOVT 360-001-1766: Fieldwork in Political Science

SPRING 2021: January 26-May 20, 2021

Schedule: Based on the Student's Site Placement	Facilitator: Benjamin Arah, Ph.D.
Course Location: @ Designated Placement/Work Site	Office Bldg.: N/A
Faculty E-Mail Address: barah@bowiestate.edu	Office Phone: (240) 355-4247
Office Hours: Friday @ 12:00-2:00 p.m.	
Preferred Mode of Contact and/or Communication: via my E-Mail Address	

COURSE DESCRIPTION: This course explores internships in legislative and administrative agencies, or projects utilizing the political process to bring about social change. The course requires a field placement and a weekly evaluative discussion. The number of hours and days will depend on student's availability and service needs at the placement site.

This Fieldwork in Political Science, a credit or non-credit course and practicum, combines the traditional classroom setting with the day-to-day practical or experiential workplace learning that uses the internship formats. Students, who register for and enroll in the course, work or serve as interns at law firms, social service agencies, political party organizations, etc. under supervision in addition to reading the appropriate academic literature about service and/or experiential study.

Students are required to secure an acceptable or appropriate worksite placement. Students can choose to conduct their fieldwork or internship at a law firm, non-profit organization, MD General Assembly, U.S. Congress, library, research agency, assist a political science faculty, work at a candidate's election campaign, media office, publishing house, etc. Fieldwork or internship is a learning opportunities, for students who are majoring in government or political science, outside of the classroom and students gain useful practical experience. Fieldwork in Political Science is more of an experiential learning opportunity that often combines work (at a library, law firm, Congress, non-profit organization, the court, administrative agency, research institute, government agency, business place, etc.) with academic learning. It is designed to provide students with practical experiences and deepen their classroom learning, and foster civic or community engagement.

Placement at the worksite is arranged between the student and his/her place of internship or work, but the faculty supervises the student's academic work for credit. At the workplace, the personnel are expected to provide adequate instructions, mentoring, supervise the student's work at the worksite, oversees performance evaluation at the end of the fieldwork or internship, and submits an-end of course evaluation and program report. The fieldwork could be either paid or unpaid, and students make the choice of what is acceptable to them and must abide by their worksite's work ethics.

ORIENTATION:

The first day of our class session is on Monday, January 25, 2021. There is a mandatory Zoom orientation, will be scheduled, for students to meet with the instructor and to discuss the Course Syllabus. It is important, for each student, to go to the class website via BSU Blackboard to access and download the Course Syllabus to understand the course expectations and the inherent responsibilities in order to be successful. Before the first day of class, students should have received their placement and have the necessary information about their specific programs for the instructor.

Ant student who cannot make it to this first meeting and course orientation as per scheduled should please call me at (240) 355-4247; so that an alternative arrangement or schedule will be set-up to ensure that students fully understand the course requirements and procedures. Please be aware of the expectations and responsibilities, and know what they would need to do to meet the standard course requirements to be successful.

Students should access the Syllabus and Guidelines for this course, sign and submit the Contract Form via the designated space on the BSU Blackboard by January 25, 2021. Students should be able to access and review the course calendar in the Graded Assignments area. Students should know that, for this fieldwork experience, they are at the service or mercy of their site supervisors and must work as per their guidance, direction and instructions. The instructor of record may, from time to time, try to pay on site visits (scheduled) to students. If you have any questions, please contact me via his e-mail address: barah@bowiestate.edu or @ (240) 355-4247.

COURSE DELIVERY FORMAT: The course will use the dual mode of both hybrid (or blended) and face-to-face delivery formats to share and communicate course information and instructions. In this fieldwork experience, there will be the regular (weekly) updated highlights about the students' weekly field activities. The online interactions will be conducted in an asynchronous manner without real-time communication, but students should engage in the real-time, hands-on at their respective worksites under the direction and close supervision or monitoring of their immediate supervisors.

COURSE PREREQUISITE: The prerequisites for Govt 360 or Govt 460 is that a student is a junior or senior at the time, have the instructor's expressive permission. It is important to assume that students must have taken both ENGL 101 and 102 to enable them read, engage and confront difficult or complex texts/ideas with maximum comprehension, write intelligently, and be able to think: creatively, critically and persuasively.

DISABILITY POLICY STATEMENT FOR ACCOMODATION: Students with disabilities who may need reasonable or the ADA accommodation considerations should make such a request to Dr. Michael S. Hughes (the Coordinator of Disability Support Services/Academic Advisement Specialist), at the Business/Graduate Studies Building (in Room 1328). He can also be reached at

(301) 860-4062. It is also important to share such an interest or desire for accommodation with the instructor of the course.

READING MATERIALS: there is no required reading materials for this workplace learning activity. But students can read or make reference to some of these materials:

Bansak, Cynthia, Renatte K. Adler, & Katherine Wolf. (2005). A Learning Outcomes Index of Achievement in Academic Internships. *Social Science Research Network* (February 22). Retrieved from <http://ssrn.com/abstract=684421>.

Barber, Benjamin R. & Richard M. Battistoni (eds.). (1999). *Education for Democracy, Citizenship, Community, Service*. Dubuque, Iowa: Kendall/Hunt (revised ed.).

Giles, Dwight & Mary Ryan. (2002). Internships in Higher Education. In James W. Guthrie (ed.), *Encyclopedia of Education*, Vol. 8.

Gold, M. (2002). The Elements of Effective Experiential Education Programs. *Journal of Career Planning & Employment*, 62(2), 20-24.

Inkster, Robert. (1994). Internships and Reflective Practice: Informing the Workplace, Informing the Academy. *ERIC Digest* (ERIC Document Reproduction Service, #ED376459).

Kendall, Jane. (1986). *Strengthening Experiential Education in Your Institution*. Raleigh, NC: National Society for Internships and Experiential Education.

Ryan, Mary & John R. Cassidy. (1996). Internships and Excellence. *Liberal Education*, 82(3), 16-23.

Salem, Richard G. (ed.). (2005). *Internship Handbook* (2nd ed.). Washington, DC: The American Sociological Association.

Stanton, Timothy & Kamil Ali. (1994). *The Experiential Handbook: A Student Manual for Making the Most of an Internship* (2nd ed.). New York: Carroll Publishing.

Sweitzer, H. Frederick & Mary A. King. (2003). *The Successful Internship: Transformation and Empowerment*. Belmont, CA: Wadsworth Publishing.

Zanville, Holly & Richard Markwood. (1982). *A Casebook on Practice in Internship Education*. Boulder, CO: Western Interstate Commission for Higher Education.

INSTRUCTIONAL AND PEDAGOGICAL MODES: This is not a formal course instructions.

COURSE LEARNING OBJECTIVES: Students will

1. Learn to apply academic knowledge to real life situation during this practicum
2. Develop invaluable professional relationships while in the field
3. Be exposed to the dynamics and challenges of on the job experiences
4. Begin to understand the types of workplace social networks and interpersonal skills

5. Explore the interconnection of citizen education or learning and community service

COURSE LEARNING OBJECTIVES AND THE GENED EXPECTED OUTCOMES

A) Learning Objectives: After completing this internship, students should be able to

1. Describe an office experience and work ethic
2. Explain the nature of organizational culture and professional conduct
3. Discuss supervisor-worker relationship
4. Understand how policies are made and work at various agencies and/or workplaces
5. Explain organizational structure and leadership formats; and
6. Highlight the role of human resources at various organizations.

PERFORMANCE ASSESSMENT CRITERIA, GRADING AND RESPONSIBILITIES

a) Performance Assessment Criteria: Various assessment methods will be used as students' performance evaluation criteria as follows:

1. Weekly Online Updated Report = 15% (weekly activity)
2. Students' Journal Experience = 15% (record that chronicles the activities)
3. Final Portfolio and Critical Reflections = 25% (to be submitted to the instructor)
4. Student's Narrative & Evaluation Form = 25% (students to complete the Forms)
5. Supervisor's Performance Evaluation Report = 20% (Form to be completed and signed)
100%

NOTE: Please be advised that all submission must be done via BSU Bb via the designated spaces as provided. The instructor reserves the right to visit students at their placement sites for site inspection and verification.

b) The Grading System: The attainment of the learning objectives will be measured by the two quizzes, a midterm examination, an argumentative essay, study group presentations, weekly online conference participation and the final examination. Competency is determined by the attainment of a cumulative grade of "C" or better according to the following calculations:

- 90+ = A
80+ = B
70+ = C
60+ = D, and
50+/- = F.

c) Students' Responsibilities:

- i) Students are required to be at the worksite regularly, learn the assigned duties, ask questions and participate in all the graded class activities (as per the above).
- ii) Students must meet the required amount of work hours per day and/or on a weekly basis as well as present himself or herself in a most professional manner.
- iii) It is the responsibility of every student to ensure that their supervisors complete and sign the Evaluation Form via the course website. That Form must be completed and signed before the final grade can be determined or the student will receive an “I” grade in the course until that is satisfied.
- iv) Bowie State University does not recognize academic dishonesty as a legitimate means for fulfilling the requirements of a course. Therefore, “cheating” in any aspect of the assigned course work is jeopardizing one’s academic progress and success, and which result in having a grade of zero for that particular examination or in the course. Know that “plagiarism” which is cheating is serious form of academic dishonesty and should not be encouraged nor condoned. To avoid it, always make sure that one cites all the used sources appropriately.
- v) Since there is no formal or regular classroom activities, students are responsible for all the Graded Assignments (as per the above); and to contact the instructor of record if there is a conflict or problem at their workplaces that would need mediation or an intervention for amicable resolution.
- vi) For writing the papers or responses, it is important for students to refer to and use the correct manual of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual or Chicago Manual (also the Turabian with the standard formatting and citation of sources).

d) Instructions and Guideline for the Graded Assignments:

- i) Keeping a Journal (that will be submitted to the Instructor for a Grade):
 - a) Student to keep a clean notebook to record and log his/her activities at the worksite
 - b) Each entry must be clearly dated, with appropriate time to reflect the activities chronicled
 - c) The journal should be kept as a daily log at the worksite to record activities
 - d) Students should highlight specific major events, instructions and meetings with supervisor
 - e) Students to decide what to write, then do a complete write-up from start to finish
 - f) Students will submit the journal to the instructor at the end of the fieldwork or course
- ii) Student’s Narrative and Critical Reflection
 - a) Each student is required to submit his/her narrative with critical reflection to the instructor
 - b) The narrative is a detailed summary and reflections about the internship experience
 - c) The narrative will be based on the Journal Experience with probably more detailed information

- d) The personal narrative is evaluated on quality, quantity, and authenticity with proper citations
- e) The narrative has to be typed, and the instructor will be looking for the following:
 1. Clarity of thesis statement or guiding title
 2. Excellent organization & coherence of presentation to reflect originality of thought
 3. Depth of research demonstrated (if necessary) with accurate information
 4. Critical thinking & well thought-out analysis of facts
 5. The clear use of Footnotes or Endnotes
 6. Correct bibliographic & in-text citation formats
 7. No more than one internet source used
 8. Correct grammar, syntax, brevity of language with precise choice or economy of words.

Note well: “any plagiarism will result in a final failing grade of an F. This includes copying, paraphrasing someone, borrowing or stealing materials from the internet or any other sources without proper notations and/or accurate citations.”

Weekly Online Updated Report: The instructor will develop weekly assignments for students to participate in and complete as individuals, for a possible total of 15% of the final grade. Each week, students are required to have a major response on the assigned materials and post the responses as at when due, and must respond to the postings or responses of two or more students within the period.

Units of Instruction & Schedule of Learning Activities with Reading Assignments

Weeks/Dates	Learning Modules & Objectives	Reading Assignments
Weeks 1-15/16	<p>Internship as Experiential or Service Learning at the Placement Site or Location, and hours depend on the agreement reached.</p> <p>Students to meet with the instructor of record periodically for debriefing and evaluation, and has to use the BSU Bb to post weekly activities and updates (in the designated spaces and as at when due.</p> <p>Lastly, students are required to report at the placement site as per the schedule of activities, exhibit decorum and high personal comporment, and endeavor to be professional.</p> <p style="text-align: center; color: red;">Thank you, and Good Luck!</p>	